Faculty are invited to submit proposals to teach University Honors seminars in the 2015-16 academic year (as well as for seminars with study tours in fall 2016). The University Honors Program (UHP) comprises students in the top 7% of UC undergraduates, from across colleges and disciplines. Admission is very competitive, with entering students having an average ACT score of over 32.

The UHP is committed to helping students maximize their educational opportunities at UC while discovering and pursuing their passions in life and using their gifts and talents to make meaningful contributions to society. The UHP offers an engaging environment in which students are inspired to experience more and learn more. Students are challenged through honors seminars and experiential learning projects that focus on community engagement, global studies, leadership and research/creative arts.

Honors Seminar Pedagogy

**Thematic Areas:** Honors seminars align with one of the honors thematic areas - community engagement, global studies, leadership, and research/creative arts. Seminars are not expected to align with all or multiple thematic areas. Rather, an in-depth focus in one area is better received than a course that tries to fit in multiple areas on a surface level.

**Experiential Learning:** Honors seminars engage students in experiential learning and in reflection on their learning. They should challenge students with creative projects/activities that take learning beyond the typical classroom, integrate theory to practice, provide contextual complexity and provide opportunity for reflection. Experiential components vary widely and may include visits to local or regional sites, fieldwork, service-learning, integration of lab work, performances, international or domestic study tours or other activities. In the case of study tours, these can take place during the break period immediately following the semester or, for spring semester seminars, spring break is also an option (spring break study tours are encouraged).

**Unique Nature:** Honors seminars challenge and broaden the intellectual horizons of honors students at all levels and regardless of the disciplines in which students are majoring. These courses should be rigorous and, therefore, are not introductory survey courses. At the same time, they do not normally require any prerequisites and should provide a positive learning experience for students from across disciplines (ie, for the non-specialist). Proposals can come from any discipline in any college. Interdisciplinary courses are encouraged.

**Methods:** It is expected that faculty/student dialogue will serve as a primary mode of interaction and that lecture will be kept to a minimum. Collaborative work is encouraged. Students should be challenged by reading primary sources and writing assignments that demand clear articulation of ideas. Use of innovative technology is encouraged. Evaluation of students should be based on their willingness to explore and critique concepts, rather than on absorption of facts.

**Learning Portfolios:** UHP students are required to maintain online learning portfolios to integrate and share their learning over the course of their time in University Honors. They are expected to create areas in their portfolios for each honors seminar completed, reflecting on and integrating their learning. Please keep this in mind as you design your seminar and consider what evidence/artifacts students may include in their portfolio as well as what opportunities for reflection on learning will be included in your seminar.

Honors Seminar Structure

**Course Numbering and Listing:**
- Listed as 2000- or 3000-level (usually 3000-level)
- Always three credit hours
- Must meet one or two BoK (breadth of knowledge) general education requirements.
- Listed by the faculty member’s home department and entered into e-curriculum by that department.
- Honors seminars must be offered during standard university class blocks. The faculty member and his/her department, in consultation with the University Honors Program, will determine the scheduling of the course.
Compensation ($6000 + PBB Funds):

- **UHP Funding** - For each course accepted and offered, the originating department will receive a $6000 payment from University Honors. In the case of a team-taught course, $8000 will be split evenly amongst participating departments.

- **PBB Funds** - University Honors students come from all of the undergraduate colleges. Therefore, students from across colleges will enroll. Typically, 2/3 of students in each honors seminar will originate from a different college. Under PBB in 2014-15, the college listing the course receives $236.56 per student credit hour for students who are majors in other colleges. With a class of 20 students, if 2/3 (13) are from outside the listing college, then the college could generate $9225.84 additional dollars (13*$236.56 *3credits).

Enrollment:

- Class size is limited to 20-25 students.
- Honors seminars are designed for students enrolled in the University Honors Program. UHP students have first priority to enroll.
- Undergraduate students who are not in the UHP may receive permission to enroll if the student has a cumulative university GPA of 3.4 or higher and there is space available in the class after UHP students have completed priority registration.
- Graduate students are not eligible to enroll in honors seminars.

Course Evaluations

- Faculty teaching honors seminars are expected to support the administration of UHP course evaluations.

Proposal Review Process

- Proposals are due on Monday, October 13, 2014.
- Proposals are evaluated by a subcommittee of the University Honors Council, comprised of faculty and students from across colleges.
- Criteria for selection will focus on how well the course meets the guidelines described in this document, especially related to experiential learning and the thematic areas.
- The number of courses accepted is based on budget. We anticipate being able to fund 30 courses. We typically receive 60-70 proposals.
- Notification - faculty and department heads will learn of the status of proposals via email prior to the end of fall semester 2014.

Study Tours - Supplemental Information for Proposals Including Study Tours (International or Domestic)

- We expect that faculty have direct experience in the study tour location. Faculty will need to share with us their knowledge of the destination country and culture (or, for a US location, the city).
- Seminars with study tours have a different timeline than regular honors seminars. Because of the need to begin planning a full year in advance, we are currently only accepting proposals for seminars with study tours for spring semester 2016 and fall semester 2016. We are not able to implement new seminars with study tours for fall semester 2015 through this current process.
- A detailed tentative itinerary and budget must be submitted with the proposal. We recognize that the budget and itinerary will change as the course is developed. Please provide the best information available at the time of submission. Proposals for seminars with study tours that do not include a travel itinerary and budget will not be considered. The itinerary and budget should be included as a separate attachment.
- For proposals with study tours – we may require an in-person meeting as part of the selection process. We will reach out to those who submit proposals with study tours to schedule meetings.

Questions?

Raj Mehta, Vice Provost & Director -or- Debbie Brawn, Administrative Director
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Access full listings of honors seminars from [http://www.uc.edu/honors/academics/Seminars.html](http://www.uc.edu/honors/academics/Seminars.html).

“Charleston to Hilton Head: Exploring the Low Country in Fiction and Personal Experience” taught by Mary Fox (A&S Biological Sciences) and Billie Dziech (A&S English)
This engaging place-as-text course examines fiction by Pat Conroy and other readings related to the Charleston/Beaufort/Hilton Head area. It culminates in a five-day study tour to South Carolina. Students explore the history, culture, ecology, and geography of the region, their relationships to current environmental controversies and to setting, imagery, and character development in Conroy's works.

“Chemical Aspects of Forensic Science” taught by Allan Pinhas (A&S Chemistry)
This course is designed for honors students interested in forensic science, regardless of their majors. Students concentrate on the chemistry involved in forensic investigations. The chemistry will include analyzing auto glass, auto paint, links used in forgery, blood types, drugs, poisons, and DNA. Students perform many tests themselves.

“Music, Art, and Thought in Medici, Florence” taught by Stephanie Schlagel (CCM Musicology)
During the Renaissance, Florence witnessed a remarkable synergy of music, art, and thought financed by the Medici dynasty. Inhabited by such renowned artists as Leonardo da Vinci and Michelangelo, musicians Guillaume DuFay and Heinrich Isaac, and writers Angelo Poliziano and Niccolò Machiavelli, Florence was a vortex of Renaissance humanism. The city also witnessed religious fanaticism and French invasions ravage it for two decades beginning in 1492. In this interdisciplinary course we will study the political, economic, artistic, and cultural forces that gave rise to Florence as a unique center of Renaissance humanism. The course culminates in a one-week study tour to Florence, Italy. Students visit sites such as the Uffizi Gallery, the Accademia, the Duomo, and more. The group also experiences a private concert of Renaissance music given by local musicians.

“Rare Books and Manuscripts” taught by Kevin Grace (UC Libraries and University Archivist)
This course critically examines rare books and manuscripts in a hands-on manner, leading the student to understand elements that dictate how rarity is determined in the scholarly and commercial worlds in which these items are held. Materials from over ten centuries are explored, the earliest forms to modern first editions. Students will have hands-on experience with rare books and manuscripts in the UC Archives & Rare Books Library in a wide variety of cultures from the cuneiform era up through medieval manuscripts, the printed book, and modern fine press editions. In addition, the class will visit sites such as the rare book holdings of the Hebrew Union College Library, the Mercantile Library, and the Cincinnati Art Museum, as well as to the binding department of the Ohio Bookstore of used and rare books.